benefits of education. All these are closely associated with the selection of text-books. It is an important matter and it is receiving closer and closer attention each succeeding year. I hope as each year passes by you will find an improvement in the choice of text-books.

The need for adopting the vernacular as the medium of instruction, I think, is practically universal so far as education up to the III or IV Forms goes. There is many a III Form child I have spoken to whose knowledge of English is so very limited as to call for no further proof that education is conducted through the medium of the vernacular.

As regards practical training, you will see what I said at the end of the last paragraph but one of my address to the Assembly *i. e.*, paragraph 22 which closes thus :

"The Education Department is busy with the consideration of some important reforms including the giving of a practical turn to the instruction now imparted in schools."

The Assembly adjourned for lunch at about 2 P. M. and re-assembled at 3 P. M.

55. Educational reforms.

MR. A. V. PADMANABHA IYER (*Member, Municipal Council, Haripad*) speaking on the choice of text books in schools said that according to the present curricula of studies, geography had to be taught in the First and Second Forms in the vernacular. Instead of this it should be allowed to teach geographical terms in English, the explanations and the comments being given in the vernacular. Again the portion prescribed for Form II was Asia and Europe. But in order to learn this portion, pupils had to buy two separate books, one dealing with Asia and Africa and the other with Europe. This was waste of money. The standard of the books was also comparatively high.

In regard to vernacular text books, the following were the books prescribed for the various classes beginning from the Preparatory Class.

Preparatory Class. വനജാക്ഷി,
ശേഷയ്യാശാസ്ത്രി,
ലഘുരാമായണം,
ചരിത്രപ്രവേശം,
ഇൻഡ്യാചരിത്രനായകന്മാർ.

Of these, the first was too high for the class..

Form I. പള്ളിമഞ്ജരി,
ജാജ്ജ്സ്റ്റീവൺസൻ,
ജീവിതരീതി,
ചരിത്രനായകന്മാർ,
ചരിത്രപ്രവേശകം.

Frm II. രാമാശ്വമേധം,
പുരാണരംഗം,
സന്മാർഗ്ഗപാഠം,
ഗ്രന്ഥസമക്ഷം,

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സീതാദേവി,
മദ്ധ്യമവ്യാകരണം.

Of these, സീതാദേവി, ഗുരുസമക്ഷം and പുരാണരംഗം were above the standard. സന്മാർഗ്ഗപാഠം might be limited to a few pages.

Form III. ആർക്കാവതാരം,
സാഹിത്യവിഹാരം,
ഘോഷയാത്ര,
കാരൺവാലീസ്,
മദ്ധ്യമവ്യാകരണം.

Form IV. ചിന്താവിഷ്ടയായ സീത,
കുചേലവൃത്തം,
പദ്മിനി,
ഉപന്യാസമാല,
ശബ്ദശോധിനി.

Form V. ശ്രീഹർഷൻ,
സത്യകീർത്തിചരിതം,
പ്രസംഗതരംഗിണി,
ഭീഷ്മപർവ്വം,
കേരവീയം.

Form VI. ഹേമലത.

This was a book unfit to be prescribed as a text.

An examination of the above list would show that while some of the books were far above the standard of the classes for which they were prescribed, the number prescribed for each class was very much higher than that was necessary.

DEWAN'S REPLY: Mr. Padmanabha Aiyar, although you did not have time to follow up the full list of 6 subjects, I think what you have said so far is in itself of sufficient value to be placed before this Assembly and to be considered by the Government. Before we closed for the lunch interval I commented upon the importance of carefully choosing text books because of the effect they will have upon the life of the students who at a most impressionable age are brought under the influence of text books. From what you have said it seems to me that it is now an urgent necessity to revise and reconsider the text books that are prescribed. The committee for the choice of vernacular text books has hitherto been largely composed of scholars of repute and high authorities on Malayalam literature. Whether in future it will not also be advisable to put on the committee teachers who come into daily contact with children and who have a first hand knowledge of the capacity and the interest of children is a question which I shall take up for consideration in consultation with the Director of Public Instruction and I hope that when in a year or two you have occasion to make a representation on the subject, your indictment will not then be as scathing as it has now been.

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